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ABSTRACT

Title I of the Elementary Secondary Education Act authorizes a federally funded compensatory program for several groups of educationally disadvantaged children. The legislation directs that priority educational needs of these children be identified and programs be designed to provide appropriate supplemental instruction. This report summarizes recent activities provided in Ohio through Title I of the Elementary and Secondary Education Act. Information presented includes statistics for fiscal 1995, participation trends, instruction impact, expenditure and staffing patterns, parent involvement, and 5-year trends. The first section of this report, entitled "Basic Programs," explains the basic Title I services provided by Ohio's public school districts. Statistics for the current year and 5-year trends clearly indicate that this program helps children to become successful learners. The second section, entitled "Special Programs," describes the special Title I services provided for children of migratory agricultural workers and handicapped, neglected, or delinquent children being educated in state agency schools. Statistics indicating the beneficial human impact of the supplemental services provided through federal aid to education are also included. A 5-year financial and human impact summary concludes this report. (MOK)

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TITLE I In Ohio

Elementary and Secondary Education Act

30th Annual Evaluation Report
Fiscal 1995

PS 024272

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Title I in Ohio

Elementary and Secondary Education Act
30th Annual Evaluation Report

Fiscal 1995

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Title I Helps Children

This 30th annual report summarizes recent activities provided in Ohio through Title I of the Elementary and Secondary Education Act. Information presented includes statistics for fiscal 1995 (the 1994-95 school year and the summer that followed), participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and five-year trends.

Title I authorizes a federally funded compensatory program for several groups of educationally disadvantaged children. The legislation directs that priority educational needs of these children be identified and programs designed to provide appropriate supplemental instruction.

Basic provisions of Title I are funded on the premise that areas with high concentrations of low-income families also have high concentrations of children who are educationally disadvantaged. Public school districts are allocated funds to provide supplemental instruction for these students.

Special provisions of Title I recognize a federal responsibility to improve the educational opportunities available to the children of migratory agricultural workers. The legislation channels funds through state departments of education for distribution to school districts where influxes of migrant children occur.

Special provisions of Title I also recognize the need for supplemental instruction to help handicapped, neglected, or delinquent children who attend school in state-operated facilities.

Title I in Ohio is administered by the Ohio Department of Education's Division of Federal Assistance and Division of Special Education.

Pages 3 to 16 explain the basic Title I services provided by Ohio's public school districts. Statistics for the current year and five-year trends clearly indicate that this program helps children become successful learners.

Pages 17 to 26 describe the special Title I services provided for the children of migratory agricultural workers and handicapped, neglected, or delinquent children being educated in state agency schools. Here also the statistics indicate the beneficial human impact of the supplemental services provided through federal aid to education.

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Basic Programs

Nearly all school districts in Ohio qualify for Title I funds. In fiscal 1995, 611 of 612 districts operated Title I programs.

The allocation for each school district is based on a formula dependent on the number of children aged five through seventeen residing in the district who are

- From low-income families, based on federal census data.
- From families with income above the poverty line that receive Aid to Families with Dependent Children.
- In institutions for neglected or delinquent children.
- In foster homes.

Grant awards to school districts for basic programs over the last five years totaled more than $1,000,000,000. Grant awards fluctuate from year to year according to the federal handicapped-child count.

Title I is *forward funded* — the money approved for the federal fiscal year that begins in October is available for use during the school year that begins the next September. Provisions are also made for funds to be carried over and used the following year.

The rationale for forward funding and carryover is to provide school administrators with the flexibility needed to employ staff on a timely basis and to adjust to changes that occur during the school year.

Table 1
Five-Year Trend:
Title I Grant Awards

Fiscal Year	Grant Award
1991	$ 165,715,770
1992	199,391,283
1993	224,682,941
1994	243,867,455
1995	274,267,585
Total	**$1,107,925,034**

Student Participation

Most Title I activities in Ohio are conducted during the regular term, and half are directed toward serving children in grades one through three (see Table 2). The 611 school districts providing Title I instruction during the regular term served 201,796 students. Those districts that had summer-term instruction served 3,317 students. Of these students, 2,355 participated both terms.

Table 2
Student Participation by Grades

Grade Ranges	Regular Term		Summer Term		Both Terms		Students Served*	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
PK	2,906	1	58	2	13	1	2,951	1
K	19,193	10	581	17	287	12	19,487	10
1-3	101,250	50	1,892	57	1,439	61	101,703	50
4-6	46,637	23	602	18	515	22	46,724	23
7-9	25,756	13	123	4	69	3	25,810	13
10-12	6,054	3	61	2	32	1	6,083	3
Totals	**201,796**	**100**	**3,317**	**100**	**2,355**	**100**	**202,758**	**100**

*Unduplicated count.

The grade level with the most participants was grade one with 45,664 students. Grade two ranked second with 31,505. Grades three and four followed with 24,081 and 20,414 respectively.

Very few school districts provide Title I services at the secondary level. On a combined basis, 16 percent of all participants in fiscal 1995, were in grades seven or above. The lower percentages of older students do not mean that there are no educationally disadvantaged secondary students. Instead, they indicate that priorities have been established in line with local needs assessments and funding levels.

Private school students who meet selection criteria and reside in qualified attendance areas are included in the planning for basic Title I programs and are provided with appropriate services. In fiscal 1995, a total of 8,746 private school students received Title I instruction (see Table 3).

The U.S. Supreme Court ruled in 1985 that Title I teachers cannot be sent into church-related private schools to provide instruction. This ruling from *Aguilar v. Felton* does not negate the portion of Title I law that requires a school district to consider the needs of private school students when planning its program.

Table 3
Participation by Private School Students

Grade Ranges	Number	Percent
Prekindergarten — Grade 3	6,932	79
Grades 4-6	1,196	14
Grades 7-12	618	7
Totals	**8,746**	**100**

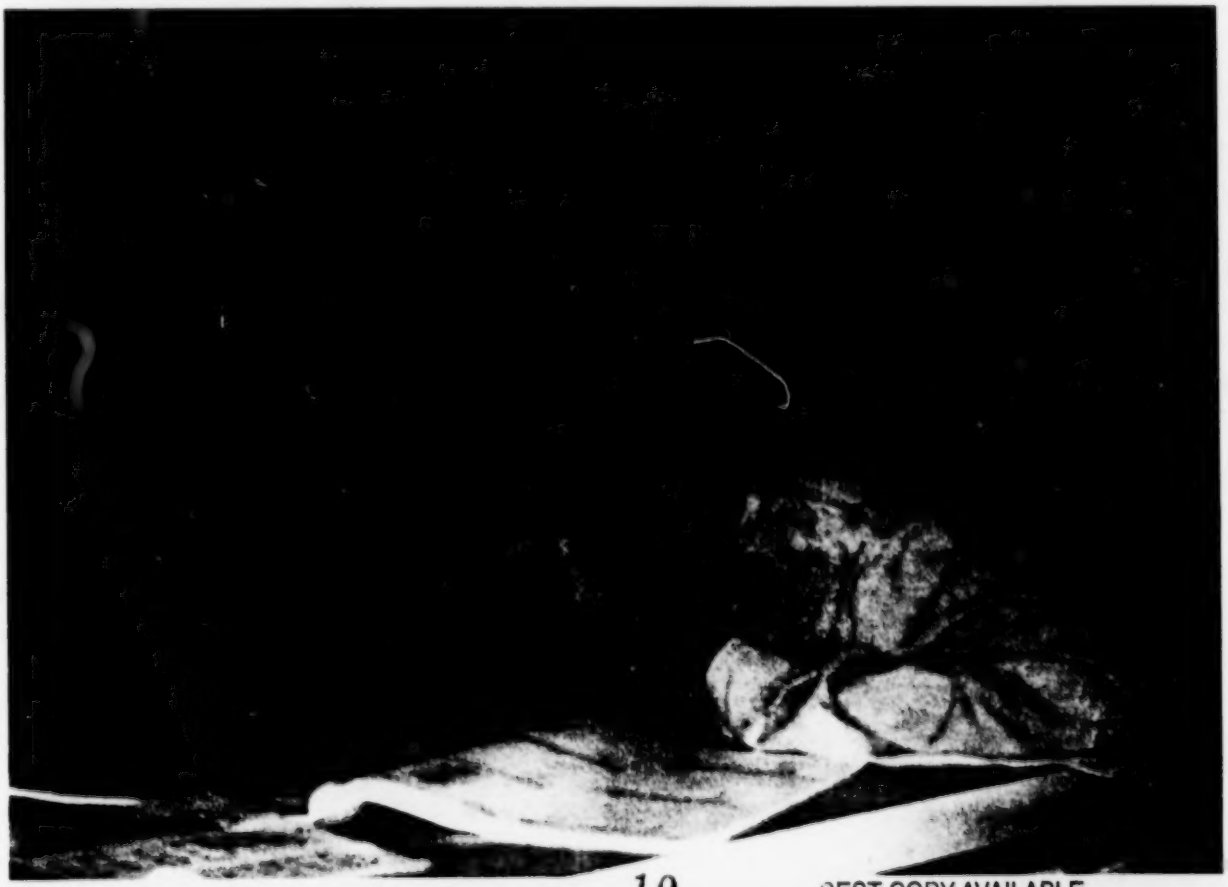
Public school administrators in Ohio responded quickly and effectively to this decision. Of the 202,758 students served in fiscal 1995, four percent were enrolled in private schools. This is similar to the percentage served annually prior to the Supreme Court ruling.

Most private school students were served in conveniently located mobile units (see Table 4). The remainder walked or were transported to public schools or neutral sites.

Local school districts receive extra Title I funds to help students who reside in local institutions for neglected or delinquent children. In fiscal 1995, a total of 7,372 students were served.

Table 4
Service Location for Private School Students

Facility	Number of Participants	Percent of Participants
Mobile units	198	49
Public schools	180	45
Neutral sites	24	6
Totals	**402**	**100**



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Instructional Areas

Instruction in reading is almost always identified as the greatest area of need for Title I service. First priority for participation is given to children most in need of additional help. A total of 162,587 students received reading services in the regular term and 3,170 in the summer term.

Mathematics is the second-ranked area of need. A total of 61,870 students participated during the regular 1994-95 school year and 1,691 in the summer.

In a few instances, districts identified a need for prekindergarten service. As Table 5 indicates, 2,906 children under five were served during the 1994-95 regular term and 58 in summer term.

Language arts was offered to 19,856 students during the regular term and to 257 students in summer term.

Table 5
Student Participation by Instructional Areas

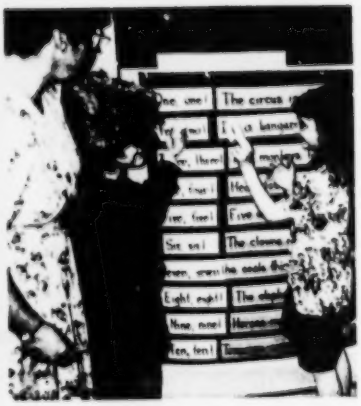
Instructional Areas	Regular Term		Summer Term	
	Number	Percent*	Number	Percent**
Reading	162,587	81	3,170	96
Mathematics	61,870	31	1,691	51
Prekindergarten	2,906	1	58	2
Language Arts	19,856	10	257	8

*Percent of 201,796 participants.

**Percent of 3,317 participants.

Percentages of participants in each instructional area provide an additional perspective. Eighty-one percent of the 1994-95 regular-term participants received reading instruction. During the summer term, 96 percent of the 3,317 participants were in reading. The difference in percentage of youngsters served is especially great in mathematics. Note that only 31 percent were served in the regular term, while 51 percent received mathematics instruction in the summer.

Through the years, the extra instruction provided by Title I has emphasized improvement of basic reading and mathematics skills. Percentages of all participants involved in these instructional areas reflect this focus.



Impact of Reading Instruction

To determine the effectiveness and impact of Title I reading instruction at grades 2 and above, each local school uses standardized achievement tests to measure students' educational standing with a pretest and a posttest. Differences in test scores are reported in normal curve equivalent (NCE) units (see Tables 6 and 7).

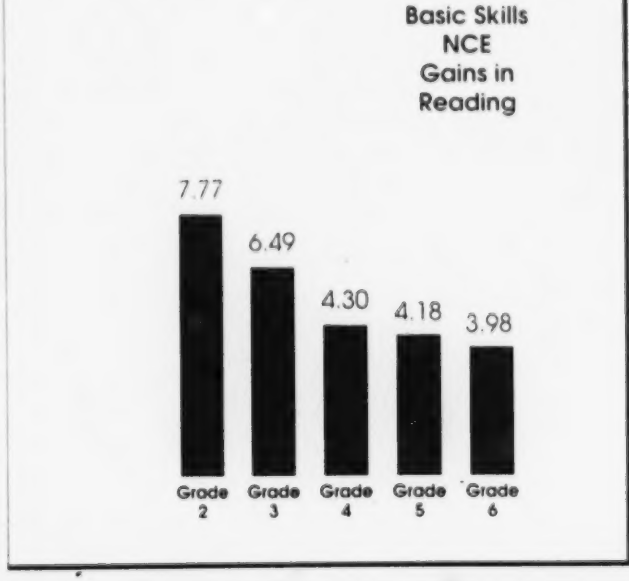
The NCE system reports students' academic gains that can be attributed to extra instruction provided by Title I. To interpret the data, the reader should understand the following:

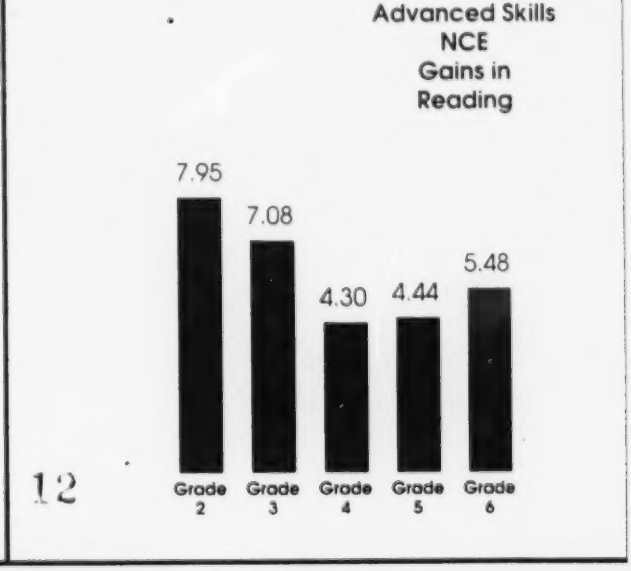
- Scores are reported for only those students who take both the pretest and posttest. Scores are converted to NCEs and aggregated at the state level.
- With only regular classroom instruction, children are expected to maintain their own position relative to other children in the class — that is, make no NCE gains.
- With the extra Title I instruction, children are expected to achieve (and make NCE gains) at a faster rate than classmates who have only regular classroom instruction. A gain of 1 NCE is considered significant.

This extra instruction helped over 165,000 youngsters in Ohio improve their reading skills.

During the past five years, average gains for all grade levels combined have consistently been above the 1 NCE considered significant. For the regular 1994-95 school year, average NCE gains for grades 2-6 were 6.17 in basic skills and 6.55 in advanced skills. These gains are especially impressive since Title I serves only those children who score lowest on multiple selection criteria.

Table 6
NCE Gains in Reading



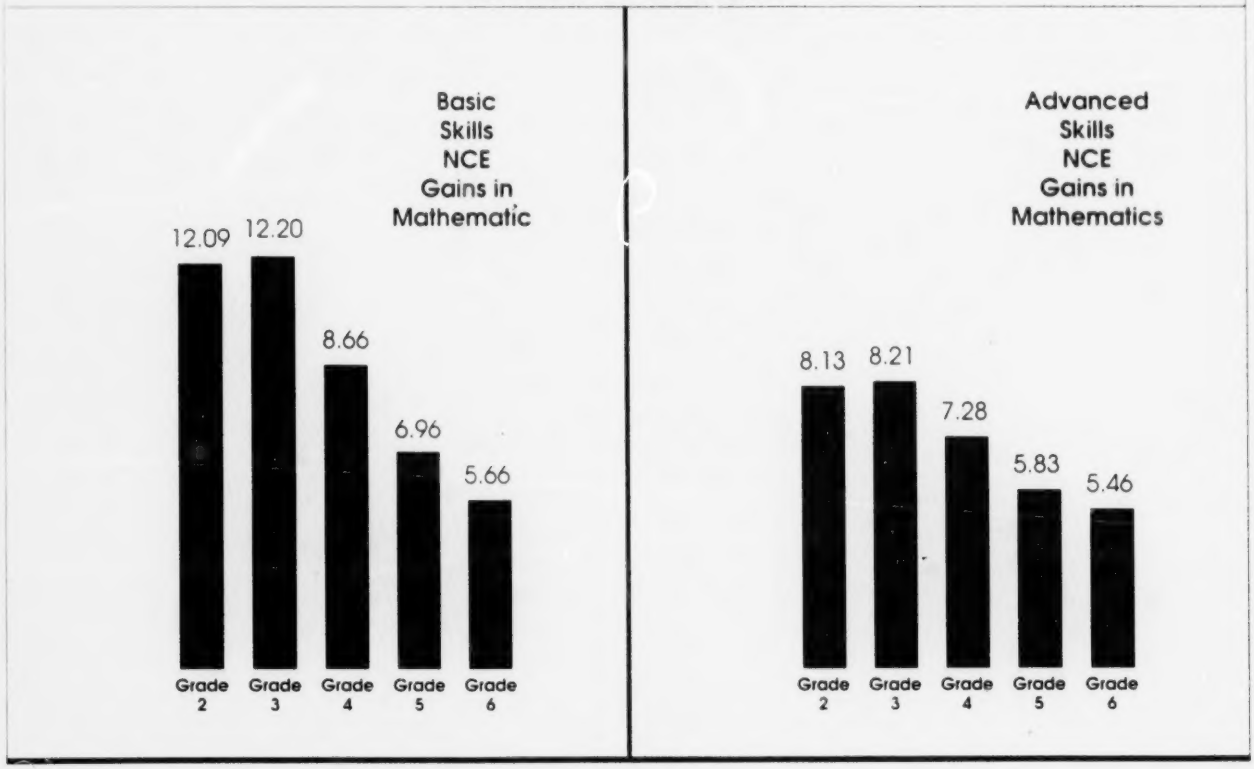


Impact of Mathematics Instruction

Results on standardized achievement tests are also used to determine the effectiveness of Title I mathematics instruction. The system for reporting is the same as that used for reading (see Table 7).

As school year 1994-95 gains in mathematics are studied, note that there were only 61,870 regular-term participants in this area compared with 162,587 in reading. The average NCE gains for grades 2-6 were 8.91 in basic skills and 6.94 in advanced skills. Gains tend to run higher than those for reading. Also, because of the small numbers of students involved in mathematics, gains tend to fluctuate more than in reading.

Table 7
NCE Gains in Mathematics



Expenditure Patterns

Those who wish to understand the size and scope of Title I want to know for what purposes Title I funds are budgeted.

The money is used for supplemental instruction, especially in the area of reading (see Table 8). When budget items within the various instructional areas are viewed as percentages, the importance placed on reading instruction is obvious. The trend in Ohio, not only for the last five years but for the previous twenty-five, has been to concentrate funding on the improvement of reading skills. Secondary emphasis has consistently been on the improvement of mathematics skills.

Title I funds can also be categorized by their use for salaries and related costs; instructional materials, supplies, equipment, and capital outlay; and supportive services. As indicated in Table 9, most of the money is used to employ teachers and aides who work directly with children. In contrast, 10 percent is used for instructional materials, supplies, equipment, capital outlay, and supportive services.

Another way to look at Title I budgets is by average cost per student receiving extra instruction. In fiscal 1995, the 202,758 children in Title I were served at an average cost of $1,353 each.

Table 8
Budget Amounts by Instructional Areas

Instructional Area	Fiscal Year	
	Amount	Percent
Reading	$177,135,437	65
Mathematics	57,250,270	21
Language Arts	11,177,817	4
Prekindergarten	3,849,762	1
Extended-Day Kindergarten	10,481,639	4
Neglected or Delinquent (Local)	3,033,676	1
Noninstructional	11,338,984	4
Totals	**$274,267,585**	**100**

Table 9
Budget Amounts by Function Areas

Function Area	Fiscal Year	
	Amount	Percent
Salaries and related costs	$244,984,534	90
Instructional materials, supplies, equipment, capital outlay	20,292,587	7
Supportive Services	8,990,464	3
Totals	**$274,267,585**	**100**

Staff Positions

Table 10
Full-Time Staff Equivalents by Position

Staff Positions	Regular Term		Summer Term		Both Terms	
	Full-Time Equivalent	Percent	Full-Time Equivalent	Percent	Full-Time Equivalent	Percent
Teachers/tutors	4,140	81	30	70	4,170	81
Teacher aides	691	13	6	14	697	13
Coordinators, supervisors, directors	154	3	2	5	156	3
Clerical staff	93	2	1	2	94	2
Other supportive staff	47	1	4	9	51	1
Totals	**5,125**	**100**	**43**	**100**	**5,168**	**100**

Ninety percent of all Title I expenditures in fiscal 1995, were for salaries and related costs. Who received these salaries and what services did they provide to students? An overview of staff positions in Table 10 provides a general answer.

A total of 4,140 full-time equivalent teachers, some of whom worked as tutors, were employed during the regular term, and 30 during the summer.

Title I teachers are sometimes assisted by aides. Six hundred ninety-one full-time equivalent aides assisted Title I teachers during the regular term. In the summer, 14 aides were employed.

During the regular term, 94 percent of the full-time equivalent positions were filled by teachers, tutors, and aides who worked directly with children. In the summer, 84 percent of the positions were filled by teachers, tutors, and aides.

Inservice Education

The teachers, aides, and others who are responsible for helping Title I participants become successful learners need to renew or upgrade their skills periodically. For this reason, even though many Title I teachers have master's degrees and numerous years of successful teaching experience, inservice education is considered an important Title I activity.

In fiscal 1995, a total of $8,696,388 was used to provide inservice education. Staff members who worked with Title I participants had the opportunity to improve their skills and understanding through these inservice activities.

In some instances, inservice is provided by the local district. In many counties and multicounty areas, districts work together to provide more comprehensive inservice education.

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Parent Involvement

The major goal of all parent involvement related to Title I is improved student achievement. As would be expected, types of involvement are varied (see Table 11). A very important type, parent advisory council membership, is discussed separately in this report.

Parents of all Title I participants are encouraged to meet with Title I teachers to discuss the progress and learning problems of their children. Classroom teachers are sometimes invited to participate in these conferences to provide a more coordinated approach to helping children.

Many parents visit their child's Title I class; help make instructional games for use at home; attend meetings with guest speakers; or help out as volunteer tutors, aides, or monitors.

Teachers in some districts visit homes to encourage parent involvement and to gain a better understanding of the needs of individual children.

In fiscal 1995, 129,022 parents of Title I students were involved in one or more of the types of activities reported in Tables 11 and 12.

Table 11
Parent Involvement

Types of Contacts	Number*	Percent
Individual conferences with Title I staff members	188,537	53
Classroom visits by parents	77,628	22
Group meetings (in addition to council meetings)	65,871	19
Planning (in addition to council meetings)	13,762	4
Home visits by Title I staff members	8,336	2
Totals	**354,134**	**100**

*A total of 129,022 parents of Title I students were involved one or more times in the listed activities.

Table 12
Five-Year Trend: Types of Parent Involvement Contacts

Fiscal Year	Individual Conferences	Classroom Visits	Group Meetings*	Planning*	Home Visits
1991	135,757	43,605	50,111	24,743	10,096
1992	152,518	48,949	56,721	17,420	8,562
1993	155,771	58,312	64,339	17,765	8,142
1994	175,894	65,777	59,686	14,860	7,868
1995	188,537	77,628	65,871	13,762	8,336

*In addition to school district or school council meetings/planning.

Parent Advisory Councils

Title I regulations require school districts to convene an annual public meeting for the purpose of explaining activities and programs to parents of participating children. Districts may provide reasonable support for additional parent activities.

Title I legislation removed the requirements for formal school and district councils. However, many districts in Ohio continued school councils as locally designed organizations. District councils were maintained in many districts, but without rigid requirements. Thus, members and school administrators were able to modify their procedures to better meet local needs.

Involvement of parents in an advisory role significantly increases the effectiveness of Title I. Typical activities of school council members included working on committees, observing in classrooms, organizing activities for other parents, and working as volunteers.

At the district level, council members were likely to discuss and recommend ways to improve the district's Title I activities as they relate to the needs of children, help arrange districtwide or countywide meetings for parents of all Title I participants, or assist with exchanges of information through newsletters or tours of Title I classrooms.

During fiscal 1995, school-level advisory council membership totaled 20,167. District advisory council membership numbered 2,414. In addition to local school and district meetings, council members were encouraged to organize and attend county or multidistrict meetings.

During the past five years, membership on district advisory councils has averaged 2,649 yearly (see Table 13). Although the number of persons who officially serve as district council members has been declining, the total number of parents involved in Title I activities is quite high.

One of the main reasons for the successful involvement of parents is that Title I teachers and school principals have reached out to them and convinced them that they can make important contributions to their children's academic achievement.

Table 13
Five-Year Trend: Council Membership

Fiscal Year	School Councils	District Councils
1991	14,381	4,022
1992	16,526	2,124
1993	10,567	2,022
1994	11,040	2,663
1995	20,167	2,414

Title I Basic Programs: Summary of Successes

Title I helps children! Evaluation data gathered in local school districts and compiled at the state level clearly indicate that thousands of children are helped each year. The following list provides supportive evidence and a summary of Title I operations during fiscal 1995 (the 1994-95 school year and the summer that followed).

- Of Ohio's 612 school districts, 611 or 99 percent, conducted Title I programs.
- Local school districts received a total of $274,267,585 in Title I funds to provide extra instruction for 202,758 educationally disadvantaged children.
- Most Title I activities occurred in the regular school term, during which over 98 percent of participants received instruction and most expenditures were made.
- Eighty-four percent of the students receiving Title I instruction were in grade six or below. The greatest concentration of pupils, 61 percent, was in grades prekindergarten through three.
- Highest priority for Title I services is given to reading. Over 81 percent of all regular-term participants and 96 percent of all summer-term participants received instruction in this area.
- Title I participants are making significant achievement gains. Average NCE gains in reading and mathematics are significant in both basic and advanced skills.
- Sixty-five percent of all funds budgeted for the year were directed toward reading instruction. Next were mathematics and language arts, with 21 and 4 percent, respectively.
- Ninety percent of all funds budgeted for the year were for staff salaries and related fringe benefits.
- School districts hired 4,140 teachers or certified tutors, on a full-time equivalent basis, to instruct Title I participants during the regular term. During the summer term, districts hired 30 teachers or tutors on a full-time equivalent basis.
- Parent advisory councils were an integral part of Title I. A total of 2,414 people served on district councils and 20,167 were on building councils.

Several reasons for the success of Title I are apparent:

- Provision of concentrated instructional services for selected educationally disadvantaged children.
- Emphasis on needs assessment and diagnostic-prescriptive instruction.
- Concentration on improvement of reading, mathematics, and language arts skills.
- Coordination with classroom instruction.
- Reliance on school principals as instructional leaders.
- Support by local boards of education with additional funds for Title I purposes.
- Meaningful involvement of parents.

Summary of Successes, continued

This program is working in Ohio, but much more must be done if the instructional needs of eligible children are to be met in the future. The following courses of action by school administrators are recommended:

- Continue to use available funds prudently.
- Encourage teachers, principals, and parents to work together to plan and carry out Title I instructional activities.
- Urge teachers to continue to develop personalized instructional plans for each Title I participant.
- Seek ways to motivate more children to improve their reading, mathematics, and language arts skills.
- Continue to involve parents in meaningful activities.
- Convince legislators, educators, and the public through effective publications, audiovisual presentations, and speaking engagements that Title I helps children.

Concerned parents, educators, and other community leaders must also convince the President, members of Congress, and other government officials that

- Title I helps thousands of children annually to improve their reading and mathematics skills and become successful in school.
- Much remains to be done to help thousands of additional educationally disadvantaged children each school year.
- Children who are not helped to master basic academic skills are more likely to end up on unemployment and welfare rolls in the future.
- Local public school districts and states cannot solve educational problems alone. Federal aid for areas of special need is essential.

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Special Programs

Educational programs for children of migratory agricultural workers are currently funded through special provisions in Title I of the Elementary and Secondary Education Act.

Annual grant awards to the state are based on a count of children ages 3-21 and the number of days they are in Ohio. Recruiters locate families as they move from state to state and community to community, register the children and have information about them sent to the national student record transfer system, and tell parents about the educational services provided through Title I.

Special Programs for Migrant Children

Three main crops (pickles, tomatoes, and sugar beets) and truck farming attract workers and their families to Ohio. School districts, primarily in northwestern and western parts of the state, that anticipate influxes of migrant students apply to the Ohio Department of Education for funds. Allocations and budgets are based on the number of students expected and the services to be provided (see Table 14). If enrollments run higher or lower, adjustments are made. The number of students who enroll each year fluctuates with labor demands and weather conditions, such as the rainy spring and dry summer experienced in the last few years.

A few migrant families arrive in Ohio in time for spring plowing. The greatest influx is during June, July, and August. Many families stay until the first frost in late September or early October.

Between 50 and 60 percent of the migrant youngsters receiving Title I instruction are usually enrolled in grades one through six. From 20 to 25 percent are typically in kindergarten, preschool, or summer daycare. The remainder are in grades seven through twelve.

Instructional emphasis is on helping younger children develop English language skills. Oral language, in particular, is stressed because many of the children are predominantly Spanish-speaking. Improvement of reading and mathematics skills is also emphasized. The typical student often receives instruction in more than one subject area, especially during the summer.

At the secondary level during the fall, migrant students have the same course choices as local students. Title I migrant funds are used primarily to provide teachers for tutoring, as needed. During the summer, both academic and vocational subjects are offered. Several school districts schedule summer evening classes so that older students can both work and attend school.

Table 14
Districts, Participants, and Funds

Fiscal Year	Grant Award	Districts	Participants
1991	1,342,827	22	2,773
1992	1,522,577	21	2,439
1993	1,517,561	21	2,332
1994	1,470,057	20	2,397
1995	1,470,057	20	2,464

Ninety percent of the funds for migrant education is used for staff salaries and fringe benefits (see Table 15). Because of the nature of migrant education, supportive services are necessary. During the summer months, pupil transportation, health services, and food services are provided. Other supportive services include student recruitment and transmission of health and educational information.

Table 16 indicates numbers of instructional, administrative, and supportive staff employed on a full-time equivalent basis.

Parent involvement is required by law. Types of involvement include school and class visits, conferences with teachers, and parent advisory council membership (see Table 17).

Table 15
Expenditures by Function Areas

Function Areas	1991	1992	1993	1994	1995
Salaries, fringe benefits	87%	88%	90%	90%	90%
Instructional materials, supplies, equipment	2	7	5	5	5
Other services	10	5	5	5	5

Table 16
Full-Time Staff Equivalents by Position

Staff Positions (Full-Time Equivalent*)	Regular Term	Summer Term
Teachers	41	72
Teacher aides	8	58
Directors, coordinators	14	13
Transfer-record clerks	16	15
Recruiters	15	19
Transportation personnel	–	30
Food service workers	–	20
Custodians	–	13
Support staff	13	16

*For number of weeks respective programs were in operation

Table 17
Parent Involvement

Term	Average Percent of Parents	Number of Parents
Fall 1994	50	500
Spring 1995	50	110
Summer 1995	65	725

Title I for Migrant Children: Summary of Successes

Fiscal 1995 highlights and successes of migrant education in Ohio include the following:

- About 95 percent of the 2,464 participants were interstate travelers, most from Texas or Florida. The parents of about 3 percent were former migrants who have permanently settled in Ohio within the last five years. The remainder were from families that traveled within the state to obtain agricultural employment.
- During the summer months when regular schools were not in session, 13 districts operated special migrant schools.
- In the fall, both elementary and secondary migrant children spent most of the day in regular classrooms. Those who needed extra assistance were "pulled out" for supplemental instruction that was tutorial in nature.
- Six districts enrolling over 125 migrant students each during the summer were Willard, Elmwood, Findlay, Fremont, Lakota, and Woodmore. Five districts — Fremont, Eastwood, Gibsonburg, Willard, and Woodmore — served 100 or more students in the fall.
- One district, Toledo, provided a year-round program.
- Three districts — Lakota, Vanguard, and Woodmore — conducted evening classes for high school and junior high students.
- Ohio and Texas educators are continuing their efforts to coordinate the instruction and services available to both high school and junior high students.
- The migrant education center at Fremont provided consultant services, developed instructional and recruitment materials, and distributed media resources.
- State-sponsored workshops were held for various groups, including administrators, teachers, transfer-record clerks, and recruiters.
- Ohio's terminal for the record transfer system continued to send and receive information about migrant children living in Ohio.
- The migrant education center at Fremont, in cooperation with several state, local, and private agencies, sponsored a mobile health fair. Health screenings were provided to approximately 1,500 migrant children and their parents.

Special Programs for Children With Disabilities

Another of the three special sections of Title I provides supplementary funds to meet important educational needs of students with disabilities in state-operated and state-supported schools. In Ohio, during each of the past five years, an average of 3,760 children have received educational assistance through this source of federal aid (see Table 18).

Table 18
Programs, Participants, and Funds

Fiscal Year	Programs	Participants	Grant Award
1991	90	3,834	4,347,487
1992	88	4,447	4,637,648
1993	87	4,445	4,114,594
1994	74	3,134	2,376,601
1995	76	2,938	2,048,593

Grant awards are based on annual child-count data and reflect declining enrollments in state-operated schools. Funding levels during the past five years have been sufficient for school officials to provide concentrated services for the children selected for Title I participation.

In fiscal 1995, a total of 2,938 students with disabilities were provided Title I services in the following types of special-purpose schools:

- Seventy-three schools operated by county boards of mental retardation and developmental disabilities served 2,938 youngsters.
- One school in residential developmental centers administered by the Ohio Department of Mental Retardation and Developmental Disabilities served 3 children.
- Two residential schools administered by the Ohio Department of Education — the Ohio State School for the Blind and the Ohio School for the Deaf — served 197 students.

Ninety-three percent of the students with disabilities in Ohio who received Title I services were enrolled in county-operated schools (see Table 19). The others attended school on the premises of the state facility where they permanently or temporarily lived.

Table 19
Participants by Type of School

Type of School	1991	1992	1993	1994	1995
County Boards of Mental Retardation and Developmental Disabilities	3,581	3,989	4,091	2,914	2,738
Mental Retardation and Developmental Disabilities Centers	14	7	6	4	3
Ohio School for the Deaf	130	147	114	150	131
Ohio State School for the Blind	55	72	72	66	66
Totals	**3,834**	**4,447**	**4,445**	**3,134**	**2,938**

Special Title I funds for students with disabilities are used to provide educational services that supplement those provided by state and other federal funds. An assessment of instructional needs frequently leads to a provision of services for children who are under or above the traditional school ages of six through 17. Note in Table 20 that from 29 to 39 percent have been age five or under.

Ninety-seven percent of all funds made available in fiscal 1995 through state agency provisions of Title I for students with disabilities were used for instructional salaries, fringe benefits, or contracted personal services.

Instructional activities and services for students with disabilities are quite diversified. The types of teachers, specialists, and aides employed and the number of children they serve indicate instructional priorities (see Table 21).

A way to look at the trend in program priorities is to focus on the percent of all Title I participants served in each instructional area (see Table 22). Fluctuations in percentages tend to reflect shifts in the types of children served and the availability of other funding sources.

Table 20
Five-Year Trends: Students With Disabilities

Fiscal Year	Participants	Age Ranges		
		3-5	6-12	13-21
1991	3,834	34	26	40
1992	4,447	38	24	38
1993	4,445	39	23	38
1994	3,134	36	24	40
1995	2,938	29	25	46

Table 21
Staff and Children by Instructional Areas

Instructional Areas (Rank Order by Numbers of Children Served)	Title I Staff (Full-Time Equivalent)		Children Served			
	Teachers/ Specialists	Aides	Ages 3-5	Ages 6-12	Ages 13-21	Totals
Multihandicapped	1	108	479	430	700	1,609
Preschool	6	12	280	–	–	280
Adapted physical education	2.20	–	11	25	65	101
Speech and Language	3.13	–	33	29	-	91
Job Trainer	1.75	1.86	–	25	65	90

Table 22
Five-Year Trends: Program Priorities by Percent of Children Served

Instructional Areas	1991	1992	1993	1994	1995
Multihandicapped	25%	31%	32%	38%	55%
Preschool	12	15	15	17	10
Speech and language	9	5	7	6	3
Adapted physical education	18	13	11	8	3
Children served in one or more areas	**4,559**	**4,512**	**4,509**	**3,158**	**2,938**

Another way to look at the impact of Title I funding on students with disabilities is through the services provided within each of the types of schools.

The schools operated by county boards served the most children, and as would be expected, their Title I services were the most diversified. Multihandicapped, preschool, and adapted physical education classes were typical priorities in fiscal 1995.

State institutions for the mentally retarded and developmentally disabled used Title I funds for staff inservice.

Students at the Ohio School for the Deaf were provided extra assistance through the purchase of equipment.

Title I at the Ohio State School for the Blind also included purchase of equipment.

Because of the severity of disabilities and diversity of Title I services, statistics compiled at the state level must be generalized. As Table 23 indicates, 89 percent of the students in all age ranges successfully achieved over one-half of their short-term objectives in fiscal 1995.

Five-year trends in student progress provide another indicator of the success of Title I services for the students with disabilities. Note in Table 24 that from 82 to 89 percent of all students achieved over half of their short-term objectives in each of the last five years.

Table 23
Student Progress
With Short-Term Objectives

Degree of Improvement	Ages 3-5	Ages 6-12	Ages 13-21	All Age Ranges
Marked improvement (80-100% achieved)	51%	38%	45%	45%
Improvement (50-79% achieved)	40	51	43	44
Little or no improvement (49% or less achieved)	9	11	12	11

Table 24
Five-Year Trends: Student Progress
With Short-Term Objectives

Degree of Improvement	1991	1992	1993	1994	1995
Marked improvement (80-100% achieved)	40%	49%	43%	53%	45%
Improvement (50-79% achieved)	43	39	39	33	44
Little or no improvement (49% or less achieved)	17	12	18	14	11

Title I for Students With Disabilities: Summary of Successes

Students with severe disabilities are successfully achieving realistic short-term objectives. Teachers and other evaluators, using both subjective and objective criteria, report that fiscal 1995 Title I funds helped nine of every ten students reach over half of the objectives set for them.

Typical achievements were such taken-for-granted skills as sitting or standing without support, toilet training, self-feeding, making intelligible sounds, and communicating with teachers and parents.

Parents are involved in decisions related to placement of the child and types of instructional services to be provided. In some instances, home training materials or teachers help parents learn ways to cope with the child's deficiencies and to reinforce skills learned at school.

Title I funds are used to provide many preschool services that are more inclusive in nature. Many programs are utilizing a variety of funding sources as program leaders collaborate with other agencies to provide needed services for participants. The successful inclusion of preschool children with disabilities in public school buildings has been noted by both parents and staff.

In summary, children with severe disabilities have a right to a free, appropriate educational services, and Title I, over the life of the program, has provided viable supplementary services.

Special Programs for Neglected or Delinquent Children

Separate provisions of Title I also provide funds to improve educational opportunities for neglected or delinquent children who attend state agency schools. The Ohio Department of Youth Services, the Ohio Department of Rehabilitation and Correction, and the Ohio Veterans' Children's Home receive funds and conduct Title I programs.

During fiscal 1995, the Ohio Department of Youth Services used Title I funds to help 2,253 delinquent youngsters in seven schools. Emphasis was placed on additional basic skills instruction in the areas of reading and mathematics. Supportive services included language development and written communication skills.

The Ohio Department of Rehabilitation and Correction provided supplemental reading, language arts, and mathematics instruction to 2,568 inmates 16 to 20 years of age serving terms in 11 correctional institutions.

The Ohio Veterans' Children's Home in Xenia provided 78 residents with extra reading instruction, speech and language instruction, mathematics instruction, and sensory motor activities.

During the last five years, over $13,600,000 has been available to provide supplemental instruction to 19,242 neglected or delinquent children, nearly all of whom were wards of the state or the courts (see Table 25).

Table 25
Programs, Participants, and Funds

Fiscal Year	Programs	Participants	Grant Award
1991	13	2,869	$ 2,766,036
1992	15	3,395	2,766,000
1993	16	3,361	2,510,323
1994	15	4,718	2,952,205
1995	19	4,899	2,662,401
Totals	**78**	**19,242**	**$13,656,965**

Participation and Instructional Patterns

The number of participants served each year tends to vary dependent on the number of children committed to agency care (see Table 26).

As would be expected, most students served through this special Title I program are older than students in other Title I classes. Table 27 reflects the fact that 65 percent of them are beyond the typical age of high school enrollees.

Though the age ranges are different, the top priority for instruction is consistently identified as improvement of basic reading or mathematics skills (see Table 28). In many instances, students receive extra help in both areas.

Table 26
Participants by State Agency

Agency	1991	1992	1993	1994	1995
Ohio Department of Youth Services	2,211	2,315	2,286	2,542	2,253
Ohio Department of Rehabilitation and Correction	448	944	994	2,098	2,568
Ohio Veterans' Children's Home	210	136	81	78	78
Totals	**2,869**	**3,395**	**3,361**	**4,718**	**4,899**

Table 27
Participants by Age Range

Age Range	Number	Percent
5-12	3	–
13-17	1,695	35
18-20	3,201	65
Totals	**4,899**	**100**

Table 28
Percent of All Participants by Instructional Areas

Fiscal Year	Reading	Mathematics
1991	67	65
1992	63	71
1993	57	62
1994	47	49
1995	48	54

Staffing and Expenditure Patterns

Table 29
Full-Time Staff Equivalents by Position

Staff Positions	Full-Time Equivalent	Percent
Teachers/tutors	41.9	78
Teacher aides	7.0	13
Supervisors/directors	1.3	2
Other	3.8	7
Totals	**54.0**	**100**

Table 30
Percent of Expenditures by Instructional Areas

Instructional Area	1991	1992	1993	1994	1995
Reading	49%	28%	41%	40%	35%
Mathematics	26	27	44	41	39
Other*	25	45	15	19	26

*Includes language arts, language development, and written composition

Ninety-five percent of all expenditures went for instructional salaries, fringe benefits, and personal-service contracts.

Expenditures for salaries and related costs were used almost entirely to employ teachers and aides who worked directly with students. Employment patterns for fiscal 1995 are indicated in Table 29.

Expenditures can also be categorized by instructional areas. During the past five years, 28 to 49 percent of instructional funds were used to improve reading skills. Another 26 to 44 percent of expenditures were for mathematics instruction, and 15 to 45 percent were used to provide instruction in language arts, language development, and written composition (see Table 30).

Evaluation Procedures

To evaluate academic progress in reading, mathematics, and language arts, standardized achievement tests were used in the fall and again in the spring. Differences in test scores were reported in normal curve equivalent (NCE) units.

The NCE system of reporting has been used since 1984 to measure academic gains that can be attributed to extra instruction provided by Title I for neglected or delinquent children who attend state agency schools.

To interpret the NCE gains, the reader needs to understand the following:

- Scores are reported for only those students who take both the pretest and posttest. Test scores are converted to NCEs and aggregated for all institutions.
- With only regular classroom instruction, students are expected to maintain their own position relative to other students in the class — that is, make no NCE gains.
- With extra Title I instruction, students are expected to achieve (and make NCE gains) at a faster rate than classmates who have only regular instruction. Considering the population being served, any number of NCE gains should be regarded as progress.

Gains in Reading and Mathematics

A total of 2,340 neglected or delinquent students in state agency schools received Title I reading instruction in fiscal 1995. Because dates of enrollment are often dependent on court orders and paroles or releases, the 1,434 sets of reading test scores that were generated during the norming dates specified by test publishers were used as a sampling group. The average gain for this group was 6 NCEs.

The same system of testing and reporting is used for evaluating academic progress in mathematics (see Table 31). A total of 2,629 students were enrolled in Title I mathematics classes, and 1,790 sets of test scores were generated for sample purposes. The average gain here was 6 NCEs.

Table 31
Five-Year Trend: Gains in Reading and Mathematics

Fiscal Year	Average NCE Gains	
	Reading	Mathematics
1991	9	12
1992	9	11
1993	11	13
1994	10	11
1995	6	6

Title I for Neglected or Delinquent Children: Summary of Successes

Most neglected or delinquent youth who are housed or confined in state facilities that operate their own schools desperately need supplemental opportunities to learn basic academic skills. They also need personalized instruction designed to overcome negative attitudes and the effects of previous school failures.

Special Title I funds are set aside to be channeled through state departments of education to correctional and rehabilitation facilities. This routing of funds assures emphasis on instruction rather than provision of more caretakers and better security.

Statistics only partially summarize the impact of this component of Title I in Ohio. Other highlights include:

- Instruction funded through Title I supplements instruction provided by the state to all students educated under similar circumstances. A total of 4,899 students in institutions participated in fiscal 1995.
- Individual students who needed extra help with basic reading or mathematics skills were identified, their academic needs assessed, and appropriate instruction provided. In fiscal 1995, a total of 2,340 Title I participants were enrolled in reading classes and 2,629 in mathematics classes.
- Evaluation data indicate that students receiving extra reading instruction for six months or more in fiscal 1995, gained an average of 6 NCEs (the normal curve equivalent unit used to measure Title I progress). Students receiving six months or more of mathematics instruction gained an average of 6 NCEs. When analyzing NCE gains, keep in mind that most of these students were convicted felons and had poor or failing grades in previous school settings.
- Title I funds are also used to provide inservice training designed to increase teacher effectiveness under very challenging circumstances.

All Title I funds are channeled through state departments of education. In Ohio, the Division of Federal Assistance administers Title I programs. One exception is that the Division of Special Education administers the component that provides funds to state agency schools for children with disabilities. A five-year financial and human impact summary (see Tables 32-33) point to steady growth of ESEA Title I in Ohio.

A staff of 15 to 18 experienced school administrators and educational consultants provides technical assistance to local districts and state agencies to ensure delivery of concentrated and effective instructional services to children.

Major services provided by the Ohio Department of Educational to local school districts and to state agency schools include

- Assistance in planning and developing project proposals
- Review of project proposals received from applicant agencies
- Assistance with revision of proposals to meet federal guidelines
- Approval of project proposals
- Assistance with project implementation, program improvement, staff development, parent involvement, evaluation, fiscal accounts, reports, and dissemination of information
- Determination of allocations, disbursements of funds, and preparation of statistical and financial reports

The principal means by which division staff members provide information about the various programs are office conferences; field services; meetings with local staff and parent advisory councils; state and regional workshops; and publications, audiovisual presentations, and speaking engagements.

During fiscal 1995, numerous conferences and workshops were sponsored by the Division of Federal Assistance. Major events included a statewide conference for program administrators, Title I teachers, and parents; a meeting for new Title I coordinators; several meetings for federal program directors from large districts; and various meetings for migrant education coordinators, teachers, aides, and support personnel.

Guidelines for Title I require the state educational agency to disseminate pertinent information. The Division of Federal Assistance distributes printed information about guidelines, application procedures, and a variety of promising educational practices.

State publications for fiscal 1995 included the FY 1994 annual report and *The Clipboard*, a periodic report about the various programs administered by the Division of Federal Assistance.

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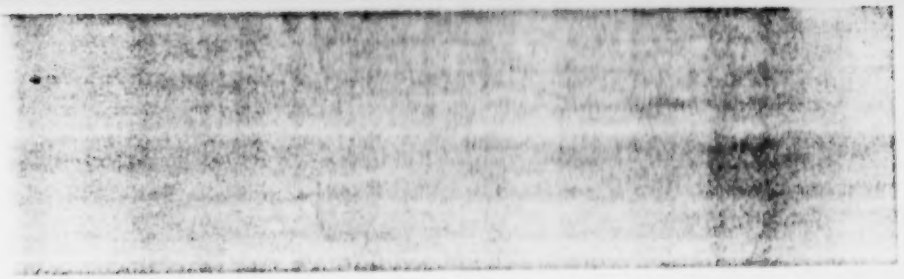


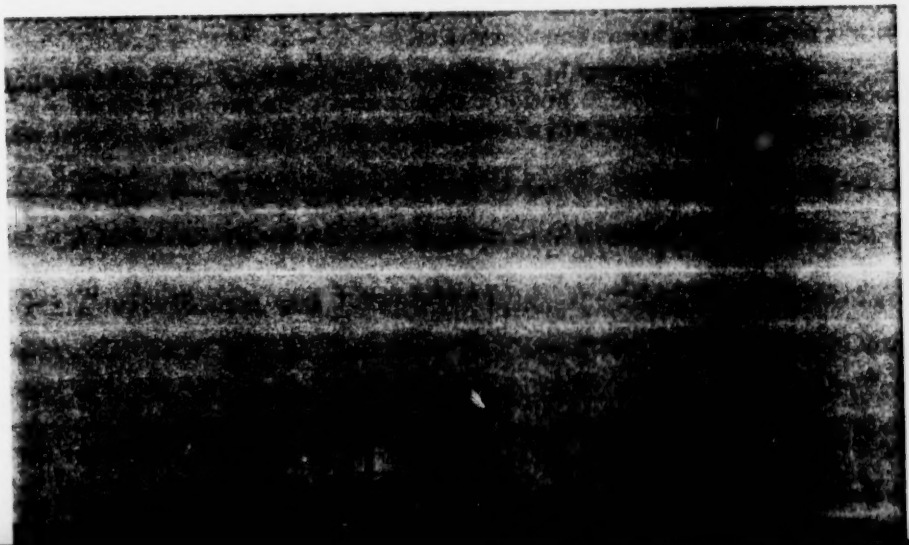
Title I in Ohio

Table 32
Five-Year Financial Summary
Grant Awards

Programs	1991	1992	1993	1994	1995
Basic	$165,715,770	$199,391,283	$224,682,941	$243,867,455	$274,267,585
Migrant	1,342,827	1,522,577	1,517,561	1,402,865	1,470,057
Handicapped	4,347,487	4,637,648	4,114,594	2,376,601	2,048,593
Neglected or delinquent	2,293,159	2,766,000	2,510,323	2,952,205	2,662,401
Totals	**$173,699,234**	**$208,317,508**	**$232,825,419**	**$250,599,126**	**$280,448,636**

Table 33
Five-Year Human Impact Summary
Number of Students Receiving Extra Instruction

Programs	1991	1992	1993	1994	1995
Basic	152,501	146,606	189,875	204,040	202,758
Migrant	2,773	2,439	2,332	2,397	2,464
Handicapped	3,834	4,447	4,445	3,134	2,938
Neglected or delinquent	2,869	3,395	3,361	4,718	4,899
Totals	**161,977**	**156,887**	**200,013**	**214,289**	**213,059**



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